

Autumn	Spring	Summer
		
<b>Were the Mayan People like anyone else in the world?</b>	<b>How do we know we can thank the Ancient Greeks for anything today?</b>	<b>How are the America's similar/different from the United Kingdom?</b>
<b>Key Texts</b> The Rain Player Incredible Edibles Cosmic	<b>Key Texts</b> Inside the villains Women in science Animalium The Tear Thief	<b>Key Texts</b> Princess Blankets Survival at 40 Degrees Below What a Wonderful Word
<b>As writers, we will:</b> <ul style="list-style-type: none"> <li>• write a set of instructions for some disgusting edible creations including 'bum sandwiches'</li> <li>• write an adventure story set in Ancient Maya</li> </ul>	<b>As writers, we will:</b> <ul style="list-style-type: none"> <li>• plan and write a character introduction and story about a fairy tale villain</li> <li>• write a biography about an inspirational person</li> <li>• plan and write a story about emotions</li> </ul>	<b>As writers, we will:</b> <ul style="list-style-type: none"> <li>• plan and write a narrative based on a traditional tale</li> <li>• write a descriptive non-fiction text about a creature living in a particular climate</li> <li>• research and enjoy wonderful words from around the world</li> </ul>
<b>As mathematicians, we will learn about:</b> <ul style="list-style-type: none"> <li>• place value</li> <li>• addition and subtraction</li> <li>• statistics</li> <li>• multiplication and division</li> <li>• perimeter and area of shapes</li> </ul>	<b>As mathematicians, we will learn about:</b> <ul style="list-style-type: none"> <li>• multiplication and division</li> <li>• fractions</li> <li>• decimals</li> <li>• percentages</li> </ul>	<b>As mathematicians, we will learn about:</b> <ul style="list-style-type: none"> <li>• decimals</li> <li>• properties of shape</li> <li>• position and direction</li> <li>• converting units</li> <li>• volume</li> </ul>
<b>As scientists, we will:</b> <ul style="list-style-type: none"> <li>• test a range of materials</li> <li>• compare and group together everyday materials on the basis of their properties</li> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated</li> </ul>	<b>As scientists, we will:</b> <ul style="list-style-type: none"> <li>• learn about our solar system and the different planets</li> <li>• describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• look at forces and how they affect things</li> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity</li> <li>• identify the effects of air resistance, water resistance and friction</li> </ul>	<b>As scientists, we will:</b> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals, including humans</li> </ul>
<b>As historians and geographers, our big question is: Were the Mayan People like anyone else in the world?</b> This unit introduces us to a civilisation from further afield than Great Britain and Europe which will be used as a contrast to British History. The children will learn about social, cultural and religious elements of the Mayan people and compare those to the inhabitants of Britain (Anglo Saxon/Vikings). Initially focussing on evidence and interpreting these sources, children will form judgements about the period in which the Maya lived and how some evidence could be misleading. They will explore the writing and number system of the Mayan people making comparisons to not only people in Britain but further afield such as the Egyptian or Roman numeric system. They will also look in depth at trade and how this developed considering the climate and topography of the Yucatan peninsula.	<b>As historians and geographers, our big question is: How do we know we can thank the Ancient Greeks for anything today?</b> In this unit children use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations they find out about the city states of Athens and Sparta, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. The focus of the second part of this unit is on the continuing legacy of Ancient Greeks and the children explore their influence on education, language, architecture, government and the Olympic Games. Links can be made with other ancient civilisations and societies they have studied. The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.	<b>As historians and geographers, our big questions is: How are the America's similar/different from the United Kingdom?</b> The first part of this unit will introduce pupils to the key features of the United States of America (USA), different environments present within the USA, the key physical features, where populations are distributed, and some of the interactions between the human and physical environments focusing on food, farming and water. We study New York from a historical perspective to examine how a settlement can develop over time. The second half of this unit will introduce pupils to the diverse and unique culture of Brazil. We will compare the geography of Brazil to that of the UK. We begin by studying the human and physical features of Brazil before placing Brazil in the wider context of the world and South America. We investigate the many differences between urban and rural Brazil and case study the lives of people living within Rio de Janeiro.
<b>As musicians, we will:</b> enjoy and experiment with different rhythms in blues music and start to play instruments to a blues rhythm	<b>As musicians, we will:</b> research 'Dancing in the street' and use this piece of music to play and perform instruments	<b>As musicians, we will:</b> learn to play some samba music and learn about its history and culture.
<b>In PE, we will:</b> <ul style="list-style-type: none"> <li>• look at gymnastic skills and practice linking movements to create a sequence of movements</li> <li>• practise accurately passing and receiving in hockey and start to look at some tactics that would be useful in a game situation</li> </ul>	<b>In PE, we will:</b> <ul style="list-style-type: none"> <li>• perform dances using a range of movement patterns which link to the circus</li> <li>• practise accurately passing a netball and understand the rules relating to footwork</li> <li>• we will develop techniques used to receive a ball and learn about the rules of High 5 Netball</li> </ul>	<b>In PE, we will:</b> <ul style="list-style-type: none"> <li>• learn skills to succeed in tennis</li> <li>• enjoy the field and experience some different athletics skills</li> <li>• play striking and fielding games such as rounders</li> </ul>
<b>In PSHE, we will:</b> talk about our health and well-being including our physical and mental health	<b>In PSHE, we will:</b> talk about different relationships and how our body changes through puberty	<b>In PSHE, we will:</b> talk about living in the wider world and how this can affect us
<b>In French, we will:</b> learn about animals and Christmas	<b>In French, we will:</b> learn about the family and home	<b>In French, we will:</b> learn about the weather and clothes
<b>In ICT, we will:</b> Create and save a document; change font size and colour; insert text boxes and pictures and write for a purpose	<b>In ICT, we will:</b> revise using ICT safely; show an understanding how presentations influence an audience and create a document/presentation for a specified audience	<b>In ICT, we will</b> use basic algorithms within a program to programme movement; use variables; debug algorithms and create procedures.